Canada School of Public Service

2007-2008

Departmental Performance Report

The Honourable Vic Toews, P.C., Q.C., M.P.
President of the Treasury Board

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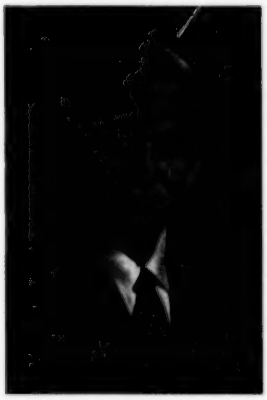
SECTION I: OVERVIEW

Minister's Message



I am pleased to present the Departmental Performance Report for the Canada School of Public Service (the School) for 2007-2008. This report outlines progress against commitments made in the School's 2007-2008 Report on Plans and Priorities.

As a common learning provider for the federal government, the School supports the government's goals of increased accountability and improved human resources management by providing an integrated approach to learning, training and development in the Public Service. The School's programs help instil a shared sense of accountability and values among all public servants through a focus on orientation and certification, including required training, maintenance of official languages competencies, leadership development, and knowledge transfer of innovative practices in public sector management. These activities contribute to building a highly-skilled, well-trained and professional Public Service workforce that is well-equipped to serve Canadians.

During the 2007-2008 fiscal year, the School focussed on expanding and improving its programs and tools in support of the government's vision for better human resources management and Public Service Renewal. Increased use of technology in the delivery of courses and information sessions enabled greater access to training and development opportunities. These efforts ensure not only the continued relevance of the School's learning activities, but also the advancement of government priorities through support of excellence in service to Canadians.

The Honourable Vic Toews, P.C., Q.C., M.P.

President of the Treasury Board

Management Representation Statement

I submit for tabling in Parliament, the 2007–2008 Departmental Performance Report for the Canada School of Public Service.

This document has been prepared based on the reporting principles contained in the *Guide for the Preparation of Part III of the 2007–2008 Estimates: Reports on Plans and Priorities and Departmental Performance Reports*:

- It adheres to the specific reporting requirements outlined in the Treasury Board Secretariat guidance;
- It is based on the department's approved Strategic Outcome and Program Activity Architecture that were approved by the Treasury Board;
- It presents consistent, comprehensive, balanced and reliable information;
- It provides a basis of accountability for the results achieved with the resources and authorities entrusted to it; and
- It reports finances based on approved numbers from the Estimates and the Public Accounts of Canada.

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Ruth Dantzer

President and Chief Executive Officer
Canada School of Public Service

Summary Information

Raison d'être

To have a strong Public Service that serves Canadians, adapts quickly to change and achieves the government's priorities requires a culture of continuous learning and leadership. Knowledgeable and skilled public servants who have strong managerial and leadership competencies are the foundation of an effective and accountable government. The Canada School of Public Service (CSPS, the School) plays an important role in meeting the needs of both individual public servants and the government as a whole by providing one-stop access to learning, training, leadership and professional development.

Under the *Canada School of Public Service Act*, the School, as a departmental corporation, is mandated to:

- Encourage pride and excellence in the Public Service;
- Foster a common sense of purpose, values and traditions in the Public Service;
- Support the growth and development of public servants;
- Help ensure that public servants have the knowledge, skills and competencies they need to do their jobs effectively;
- Assist Deputy Heads in meeting the learning needs of their organization; and
- Pursue excellence in public management and administration.

The School achieves its mandate by ensuring that public servants have the foundational knowledge to perform their duties effectively, have access to leadership development programs, and are aware of innovative management practices and techniques to deliver results for Canadians.

Financial Resources (in thousands $)

2007–2008		
Planned Spending	**Total Authorities**[1]	**Actual Spending**
$86,868	$143,168	$122,177

[1] The increase from Planned Spending to Total Authorities is mainly due to an increase in revenues, revenues carry forward, operating budget carry forward and compensation for salary adjustments. The difference between Total Authorities and Actual Spending is made up of revenues to be carried forward to fiscal year 2008-2009 according to section 18(2) of the *Canada School of Public Service Act*, operating budget carry forward, and an amount set aside for the employee benefit plan. See financial tables in section 3 of this report for more details.

Human Resources (FTEs)

2007-2008		
Planned	**Actual**[2]	**Difference**
940	789	151

Status on Performance			**2007–2008**		
		Performance Status	**Planned Spending**	**Authorities**	**Actual Spending**
Strategic Outcome: Public servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians					
Program Activity 1.1: Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment			**$60,122**	**$102,765**	**$86,040**
Priority	**Program Sub-Activity**				
Delivery of required training: ▪ **Authority Delegation Training (Ongoing)** ▪ **Orientation Program (Ongoing)**	1.1.1 Strengthen capacity of public servants to meet the employer's knowledge standards	Successfully Met	$23,298	$17,264	$17,171
Provide learning products to functional communities (Ongoing)	1.1.2 Public sector management and professional foundations are built and sustained through targeted learning	Successfully Met	$15,029	$37,473	$27,212
Delivery of new model for language training (Ongoing)	1.1.3 Facilitate official languages capacity	Successfully Met	$21,795	$48,028	$41,657
Program Activity 1.2: Public Service has strong leaders delivering results for Canadians			**$11,588**	**$17,463**	**$17,056**
Deliver Leadership Development Programs (Ongoing)	1.2.1 Learning opportunities are accessible to enable public servants to become better leaders	Successfully Met	$4,881	$4,200	$4,153
	1.2.2 Systemic development of high potential public servants	Successfully Met	$3,217	$10,886	$10,815
	1.2.3 Developing leaders with stronger contextual knowledge	Successfully Met	$3,490	$2,377	$2,088
Program Activity 1.3: Public Service organizations innovate to achieve excellence in delivering results for Canadians			**$15,158**	**$22,940**	**$19,081**
Departmental client relations (Ongoing)	1.3.1 Enhance capacity of organizations	Successfully Met	$6,924	$7,735	$6,744
Identify and transfer innovative management practices (Ongoing)	1.3.2 Knowledge of innovative management practices and emerging issues is transferred	Successfully Met	$8,234	$15,205	$12,337

[2] The actual FTE level more accurately reflects the size of the School at a more steady state level under the new learning model, and also the effects of recent government-wide expenditure reviews.

The School has delivered a strong level of performance in 2007-2008 which is evidenced by both the overall volume and quality of service provided, as well as continued progress toward results which support the strategic outcome of the organization. During the reporting period, participation in the School's offerings doubled from the previous year with over 75,000 individuals, or 30 percent of public servants, accessing either classroom or online learning opportunities, with an associated doubling of the number of learning days provided. At the same time, high quality standards were met as an overall learner satisfaction level of 4.3 on a 5 point scale was achieved.

In support of the strategic outcome, much of this learning effort was focused on high priority areas of required training, demonstrating a growing alignment of learning programs with government-wide priorities for the Public Service. In this context, the School achieved significant progress in approaching steady-state in the implementation of required training, in developing a more targeted approach to serving functional communities, and in advancing the School's priority of reviewing and enhancing the leadership program to ensure it is fulfilling future needs and that gaps along the continuum of leadership capacity in the Public Service are addressed. Alignment of learning with organizational needs was also addressed by strengthening the School's Departmental Client Relations function to ensure previously established relationships were cultivated and explored with the results that more customized solutions were developed for clients — a 25 percent increase in the National Capital Region and a 40 percent increase in regions outside the National Capital.

The School was also successful with its implementation of the new model of supporting official languages learning through quality assurance, new learning tools and methods, and advising on practices to integrate bilingualism into the workplace. A transitional plan to support departments and agencies in accessing private sector sources of training through the School's Master Standing Offer in the National Capital Region and providing training directly in regions where quality-assured services may not yet be available was well-utilized by departments and agencies. A key element of success to the model was the availability of an increased number of online learning and proficiency maintenance tools, where the growth in usage more than doubled.

Innovation in public sector management practices was advanced through initiatives to more actively disseminate knowledge (eg.: targeted workshops) on an agenda identified through scanning trends/issues, building effective relationships with stakeholders and validated through consultation.

The significant difference in the School's planned spending and actual spending is explained in large part from the level of revenues earned in the reporting period (see footnote 1 and financial tables). The School has consistently exceeded its expectations in terms of cost recovery operations and 2007-2008 was no exception. One key area of unanticipated growth was the demand for the Authority Delegation Training on a developmental basis, and which therefore was subject to cost recovery (typically this training is required under the Treasury Board *Policy on Learning, Training and Development* and the School provides access to employees when they are appointed to new levels of delegated authorities). Training to functional specialists (not including required training) increased by 20 percent from 2006-2007 and, therefore, was also a key factor in revenue growth.

Context and Operating Environment

The Government of Canada is committed to a 21st century Public Service that develops human capital, nurtures innovation and manages knowledge as a strategic asset in order to best serve all Canadians. Specifically, this government has established as a clear priority ensuring a federal government and federal Public Service that is effective and accountable. Furthermore, the Public Service has signalled a focus on its renewal.

> "The development of public servants as leaders, managers, professionals and empowered employees is central to a high performance institution ... Our performance in coming years will depend hugely on the skills, knowledge, seasoning and judgement of our employees, and on how well they grow as leaders and knowledge workers. We need to intensify our attention to employee development."
>
> Source: Kevin G. Lynch, Clerk of the Privy Council and Secretary to the Cabinet, *Fifteenth Annual Report to the Prime Minister on the Public Service of Canada*

In his recent *Annual Report to the Prime Minister on the Public Service of Canada*, the Clerk of the Privy Council identified four broad priority areas for Public Service Renewal: planning, recruitment, employee development, and enabling infrastructure. In fact, the School's strategic outcome is directly aligned with the priority of employee development, and the School plays an essential role in supporting Deputy Heads' accountability for determining learning needs in their organizations by creating and delivering innovative and continuous learning opportunities for public servants at all levels. Through alignment of its expertise in learning with departments' and agencies' employee development needs, the School is well-positioned to help public servants to apply the full range of their skills and pursue meaningful careers, both now and in the future.

The School also plays an essential role in supporting the implementation of the Treasury Board *Policy on Learning, Training and Development*. The Policy highlights the value of learning and the importance of creating a learning culture within the Public Service. More specifically, it establishes employee, organization and employer learning responsibilities and outlines the employer's specific training requirements. The School's identified program priorities are geared to help deliver on the Policy's expected results.

Through required training, the School ensures that:

- New employees will share a common understanding of their role as public servants, including their responsibility to respect the *Values and Ethics Code for the Public Service* and other guiding documents and principles;
- Managers at all levels will have the necessary knowledge to effectively exercise their delegated authorities;
- Specialists in finance, human resources, internal audit, procurement, materiel management, real property, and information management will meet professional standards established by the employer; and
- Employees at all levels will acquire and maintain the knowledge, skills and competencies related to their level and functions.

The *Policy* also highlights the importance of leadership and innovation in building a culture of learning in the Public Service. In this context, the School actively develops accelerated leadership development programs to help meet current and future leadership and management needs and to align the learning of senior Public Service leaders with the management improvement objectives of government and departmental business priorities.

The School faced a significant challenge in meeting the high demand for its required training programs, specifically for the *Orientation to the Public Service* and *Procurement, Materiel Management and Real Properties* (PMMRP). In these cases, the School successfully met the challenge by modifying the program delivery approach to address the immediate need or by developing a strategy to resolve the issue in the longer term.

An integral component of renewal and building leadership capacity for the future is the ongoing identification and transfer of innovative management practices, by both integrating this knowledge into various learning forums, and by using it to support Deputy Heads in fulfilling their accountability for determining and addressing individual and organizational learning needs within their departments and agencies.

> "Renewal is not about fixing something for all time but updating what we do and how we do it in order to remain relevant and effective now and into the future. It is about keeping the institution of the public service dynamic, fresh and respected."
>
> Source: Kevin G. Lynch, Clerk of the Privy Council and Secretary to the Cabinet, *Fifteenth Annual Report to the Prime Minister on the Public Service of Canada*

Link to the Government of Canada Outcomes

Under the whole-of-government framework, the Canada School of Public Service is a federal organization that contributes to all Government of Canada outcomes by providing learning services and support to all departments and agencies.

The School's priorities contribute to ensuring the accountability, professionalism and bilingualism of the federal Public Service. It accomplishes this by:

- Enabling public servants to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment;
- Providing the Public Service with strong leaders delivering results for Canadians; and
- Helping Public Service organizations innovate to achieve excellence in delivering results for Canadians.

The School's 2007-2008 Program Activity Architecture

1. Public Servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians

1.1 Public Servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	**1.2 Public Service has strong leaders delivering results for Canadians**	**1.3. Public Service organizations innovate to achieve excellence in delivering results for Canadians**	**1.4 Corporate Level Services: Effective decision making supported through integrated advice, information strategies and the provision of high quality corporate services.**
1.1.1 Strengthen Capacity of Public Servants to Meet the Employer's Knowledge Standards	1.2.1 Learning Opportunities are Accessible to Enable Public Servants to Become Better Leaders	1.3.1 Enhance Capacity of Organizations	1.4.1 Corporate Governance Enables the School to Meet its Strategic Objectives
1.1.2 Public Sector Management and Professional Foundations are Built and Sustained through Targeted Learning	1.2.2 Systemic Development of High Potential Public Servants	1.3.2 Knowledge of Innovative Management Practices and Emerging Issues is Transferred	1.4.2 Effective Policy & Planning Advice/Analysis Support Corporate Decision Making Process
1.1.3 Facilitate Official Languages Capacity	1.2.3 Developing Leaders with Stronger Contextual Knowledge		1.4.3 Effective Communications and Marketing Support the School Agenda
			1.4.4 Registration & Learner Reporting
			1.4.5 Learning Evaluation & Quality Assurance
			1.4.6 Integrated Regional Services
			1.4.7 High Quality Corporate Services and Advice to Meet Corporate Objectives
			1.4.8 Human Resources are Managed Effectively and Strategically in Support of Corporate Objectives
			1.4.9 Informal Conflict Resolution
			1.4.10 Effective Legal Services are Delivered
			1.4.11 Audits are Used to Improve Departmental Policies, Programs and Management

SECTION II: ANALYSIS OF PROGRAM ACTIVITIES BY STRATEGIC OUTCOME

Analysis by Program Activity

Strategic Outcome

Public Servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians

During 2007-2008, the School delivered:

905 learning opportunities

In 2,355 offerings

To 203,670 learners

Over 293,350 learning days

Program Activity 1.1: Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$60,122	$102,765	$86,040

Human Resources (FTEs)

Planned	Actual	Difference
648	582	66

Providing public servants with learning activities aligned with Public Service management priorities, contributing to a professional and effective Public Service.

This Program Activity is supported by three key sub-activities:

- Strengthen capacity of public servants to meet the employer's knowledge standards;
- Public sector management and professional foundations are built and sustained through targeted learning; and
- Facilitate official languages capacity.

Program Sub-Activity 1.1.1: Strengthen capacity of public servants to meet the employer's knowledge standards

Building individual capacity based on consistent standards for learning and performance across the Public Service.

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$23,298	$17,264	$17,171

Authority Delegation Training

The *Policy on Learning, Training and Development* requires all managers in the core public administration (ie.: Schedule I and Schedule IV of the *Financial Administration Act*) to complete training and knowledge assessment of their legal responsibilities upon their appointment to a new level of responsibilities. Through this training, managers acquire the knowledge required to exercise their delegated authorities, further enabling their ability to perform effectively in their current jobs.

During the last fiscal year, over 6,600 learners participated in Authority Delegation Training (ADT) class offerings delivered across the country. The demand for ADT courses was much higher than originally anticipated (33 percent more than projected), primarily due to the large number of participants wishing to take this training for developmental purposes. Such results directly support the objectives of the *Policy on Learning, Training and Development* and contribute towards the development of a skilled, well trained workforce by providing managers at all levels with the necessary knowledge and skills to effectively exercise their delegated authorities and ensuring public servants are preparing for their next challenge.

The School delivered 301 ADT courses:
- 181 courses to 3,992 participants in the National Capital Region, and
- 120 courses to 2,675 participants in the regions.

The ADT courses are regularly reviewed to ensure relevance and accuracy in relation to the employer's knowledge standards and to respond to participant feedback. ADT courses received an overall average rating of 4.22/5 in the learner satisfaction evaluations. In 2007-2008, a review of ADT courses was completed and modifications and improvements were subsequently made to priority areas. An ongoing process to ensure alignment with the employer's knowledge standards was also established.

Orientation to the Public Service Program

Under the *Policy on Learning, Training and Development*, the Orientation to the Public Service Program is foundational training that is essential to helping all newly appointed public servants develop a common knowledge base to better adapt to their new environment and fully contribute

to the mandate, priorities and objectives of the Government of Canada and their respective departments and agencies. The program is part of the employer-mandated required training identified in the Policy, as a means of supporting Deputy Ministers in their accountabilities for learning and training, by ensuring that all new employees share a common understanding of their role as public servants.

Orientation to the Public Service reached 7,252 new public servants. In 2007-2008:

- 40 sessions were delivered in the National Capital Region;
- 23 sessions were delivered in the regions between September and March; and
- Received an overall average rating of 3.84/5.

In 2007-2008, work began to redesign the Orientation to the Public Service Program to respond to both client requests for regional delivery and to develop a more comprehensive blended learning approach. The blended learning approach will shift the course format from two days of in-class training to a one-day classroom session, complemented by online training. The new approach will create efficiencies that will enable the School to meet increasing demand (associated with the renewal priority of recruitment) for this training within existing resources.

Ensuring that senior leaders develop the capacity to meet their accountabilities and lead their organizations is a priority for the Public Service. The Clerk of the Privy Council's 15th *Annual Report to the Prime Minister* underscored the need to manage the transition to "a considerably younger and less experienced generation of managers and leaders." The School offers Orientation sessions for Deputy Ministers, Heads of Federal Agencies and Assistant Deputy Ministers that focus on the challenges in assuming new accountabilities. For Assistant Deputy Ministers, the Orientation session also includes the required online assessment for Authority Delegation.

In 2007-2008, over 100 senior leaders participated in these Orientation sessions. The average score on Assistant Deputy Minister session evaluations was 4.0/5, while Deputy Minister and Heads of Federal Agency sessions received scores of 4.3/5 and 4.4/5, respectively.

Campus*direct*

Through Campus*direct*, the School's online learning platform, public servants have access to a wide variety of online learning products to support classroom courses, Authority Delegation Training and assessment, certification programs for functional communities, as well as foundational and leadership training.

Through its online learning platform, Campus*direct*, the School was able to substantially extend the reach of its course offerings to large numbers of learners:

- Participation in CSPS courses increased 208%; and
- Use of online second language tools increased 139%.

Further to serving as a key means of access to learning and an effective complement to CSPS-built systems, Campus*direct* was used in 2007-2008 as the evaluation portal for the School's Authority Delegation Training program, as well as an access point for the School's language retention and maintenance tools. The language learning tools were an area of impressive growth in the use of e-learning within the Public Service.

Campus*direct* has over 147,000 user profiles with access to over 200 custom courses developed by the School to meet the specific needs of government departments, as well as over 700 commercial courses purchased from organizations such as Harvard. In 2007-2008, Campus*direct* registered nearly 24,000 learners, demonstrating the value of technology-supported learning and the convenience and accessibility of online training. The increased use of Campus*direct* year-over-year reflects public servants' growing preference for this type of training delivery.

The School piloted new collaborative technologies, such as Web conferencing, communities of practice (i.e.: Web 2.0, social networking), podcasting, virtual classroom and other interactive initiatives, and will continue to develop its expertise and service provision capacity in e-learning.

Program Sub-Activity 1.1.2: Public sector management and professional foundations are built and sustained through targeted learning

Providing functional specialists with the acquisition and maintenance of knowledge, skills and competencies related to their level and functions

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$15,029	$37,473	$27,212

Functional communities are identified and strengthened through specialized learning

Functional communities are comprised of public servants who share common work purposes, functions and professional interests. These communities help their members meet high professional standards as well as fulfill their personal, professional and career development needs and aspirations. In 2007-2008, the School worked with key functional communities to systematically establish customized learning frameworks addressing strategic issues and key priorities identified through Public Service Renewal. During this period, the School provided 756 courses to 14,087 specialists within functional communities. In addition, 8,634 learners attended professional and management development offerings. In total, the School provided learning solutions to 22,721 participants in various functional communities.

> Training of functional specialists increased by 50% when including training required by the Treasury Board *Policy on Learning, Training and Development.*

Over the last year, the School has undertaken a series of initiatives to meet the high demand and to better respond to the needs of the functional communities targeted by the *Policy on Learning, Training and Development*: Information Management (IM) and Procurement, Materiel Management and Real Properties (PMMRP). To meet the higher-than-anticipated demand, the School prioritized its offerings for PMMRP, ensuring that departments with the highest need (for example, Public Works and Government Services Canada (PWGSC) and the Department of National Defence (DND), which together represent 55 percent of the total PMMRP learner

population) received timely access. Three overview courses were transformed into online courses, and two others were redesigned into a large audience seminar format to serve more experienced specialists. In regards to the Information Management community, a steady state was achieved during 2007-2008 and demand can now be met with available course offerings.

The School has developed 17 new blended learning activities for human resources, finance and internal audit specialists and federal regulators, to address the evolving learning needs of these functional communities.

Other curricula developments were initiated for communities of communicators, federal regulators, science and technology, sustainable development, human resources (including compensation advisors), information technology specialists, financial officers and internal auditors. The development of these curricula has led to the creation of 20 new courses aimed specifically at functional community learner needs, directly supporting the requirement to provide public servants with the knowledge necessary to carry out their responsibilities and prepare for the next challenge.

Program Sub-Activity 1.1.3: Facilitate Official Languages capacity

Facilitating a coordinated approach to Official Languages capacity to ensure the Public Service maintains a bilingual capacity, recognizing that a second official language is acquired and maintained through lifelong learning.

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$21,795	$48,028	$41,657

A new model for language training

The School transitioned to a new language training model on April 1, 2007, in keeping with Deputy Heads' accountability for determining learning needs in their organizations and to create a more equitable balance of responsibility among the employer, departments and employees. The new model focuses on quality assurance, maintenance of official languages proficiency and better integration of bilingualism in the workplace.

Quality assurance

The quality assurance service provides monitoring of the Master Standing Offer and respect for the evaluation standards and criteria for pre-qualified suppliers. Mechanisms for monthly reporting and regular evaluation of learner satisfaction are at the core of quality assurance. These standards and processes aim at monitoring the program and gathering information to ensure timely actions in order to provide improved products and services to clients and transparent reports that support effective decision making and optimized management of resources.

A Master Standing Offer (MSO) for the National Capital Region was launched on November 16, 2007. The MSO has six pre-qualified private sector suppliers and a capacity of 102 training groups, for a maximum of approximately 900 learners. Subject to two 12-month extensions, the MSO will be in effect until the end of 2011.

To extend access to pre-qualified suppliers outside the National Capital Region, in February 2008 the School undertook a joint initiative with Public Works and Government Services Canada to implement a National Master Standing Offer to deliver full-time and part-time language training beginning in 2010-2011. An interdepartmental advisory working group was created to determine client service needs. These measures optimize efficiency by lowering administrative costs, setting clear terms and conditions and reducing time consuming negotiation of separate contracts, thereby increasing the overall effectiveness of the program.

In addition to this quality assurance focus on private sector suppliers, the School also tests new technologies and methodologies through pilot classes. During the reporting period, 16 developmental training courses, available in English and French as a second language, were provided.

Official languages learning in the workplace

A total of 68 language teachers were located on-site in 26 departments in the National Capital Region, reaching approximately 1,800 students with language maintenance and individually tailored language learning approaches. On-site teachers providing customized services become change agents within the organizations, providing continuous bilingual exposure and helping departments and agencies achieve their bilingualism goals.

To maintain consistency in learning approaches and to share best practices, the School offered some 15 teacher training sessions to over 300 participants during the last quarter of the year.

Language learning and maintenance tools

In 2007-2008, the number of online language tools doubled, bringing the total number of products (blended and self-paced) to 67. These products were accessed by over 62,000 learners. Language training products are regularly among the most popular products on Campus*direct*. In 2007-2008, the popularity of these products increased by 139 percent over the previous year.

The development of other tools is ongoing, including: the *Programme de français langue seconde – Niveaux A et B* (self-paced) and the *Linguistic Maintenance and Acquisition Cycle*. Both products are scheduled to be piloted in 2008-2009.

These easy-to-access tools enable public servants to work on their language skills at their own pace, giving them the flexibility to continue to provide an improved bilingual service to Canadians while increasing their knowledge and abilities in their second language.

The regions, in collaboration with the National Capital Region, have contributed to the development of learning tools and methods to support the maintenance of language skills in a variety of ways. They have participated in the development of distance learning, conducted pilot projects, completed diagnostic tests, partnered with Regional Federal Councils to offer second language courses, organized forums to maintain language skills, promoted new tools and learning opportunities, and customized courses to better respond to retention and client needs. In this respect, the School's regional locations have delivered over 36,000 Official Languages training days to support continued demands in areas outside the National Capital Region.

Examples of regional language training initiatives include:

- Part-time training on a continuous basis in Newfoundland;
- Language training via Web conferencing in Quebec;
- A partnership with the Manitoba Federal Council and a Forum on Maintaining French in the Central Prairies; and
- Offerings such as *Création d'un environnement respectueux* to allow participants to take a professional development course in their second official language.

Overall, the School delivered approximately 30 presentations nationally to launch language training products, reaching over 4,000 people. This resulted in significantly increased membership on Campus*direct* by attracting and exposing new members to other available online learning products. Through these initiatives, the School has become a key player in encouraging and helping other departments and agencies to reach their goals in terms of official languages by giving them the means, the tools and the expert guidance necessary to foster a true bilingual culture.

Program Activity 1.2: Public Service has strong leaders delivering results for Canadians

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$11,588	$17,463	$17,056

Human Resources (FTEs)

Planned	Actual	Difference
137	102	35

Renewing the Public Service by building strong leadership competencies for existing and emerging managers.

Three distinct sub-activities support this Program Activity:

- Learning opportunities are accessible to enable public servants to become better leaders;

- Systemic development of high potential public servants; and
- Developing leaders with stronger contextual knowledge.

Program Sub-Activity 1.2.1: Learning opportunities are accessible to enable public servants to become better leaders

Ensuring that current and future leaders have the leadership competencies to deliver results and lead change.

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$4,881	$4,200	$4,153

Leadership development programs

A wide range of leadership courses, programs, seminars and events are offered to managers, executives and senior leaders in areas such as: foundations and basic knowledge, accelerating leadership development, strengthening leadership and management capacity, increasing knowledge on policy and management issues, increasing awareness of international perspectives, advancing leadership through academic study, and building capacity through organizational learning.

Leadership course delivery reached over 4,686 managers, executives and senior leaders.

During 2007-2008, leadership course delivery was expanded to over 2,000 participant training days, representing a 12 percent increase over 2006-2007. Course material was delivered through luncheons, learning days and orientation for Deputy Ministers, Assistant Deputy Ministers and Heads of Federal Agencies, as well as seminars to the communities on their role as accounting officers. These courses consistently scored over 4.5/5. Interactive seminars on topics such as appearing before parliamentary committees were very well attended and highly requested. Course evaluations generally indicated that leadership courses, seminars and events were consistently well received. To more easily facilitate the provision of leadership development programs and services, Master Standing Offers were implemented.

In support of Public Service Renewal priorities associated with fostering leadership at all levels, a framework was developed to guide leadership learning. Through this initiative, both individual and organizational leadership are connected to maximize the capacity of the Public Service to deliver results now and into the future. This model empowers individuals at all levels to exercise leadership, and supports a culture where leadership is exercised across networks, organizations and beyond. This framework was disseminated using various mechanisms, including the *2007-2008 Leadership Reference Guide*, presentations about the School, through a committee of Deputy Ministers, speeches by senior officials, etc. The Senior Leaders Network was also

launched, with twelve coaching/mentoring sessions between former and current senior leaders taking place.

The 360 degree feedback instrument was developed in collaboration with the Centre for Creative Leadership in the United States. It integrates the U.S.' vast experience in feedback tools with the Government of Canada Leadership Competencies, and as such is a world-class instrument for assessing the leadership competencies of federal public servants. The instrument is available online, in both languages, and has been successfully offered to participants in several leadership development programs and courses. It can provide an overall picture of a group of individuals such as a management team. It also enables the collection of baseline data for different levels in the Public Service, over time allowing the School to assess individuals and organizations against benchmarks both within and outside the Public Service.

A diagnostique was conducted to identify current and future leadership learning needs and three new courses were conceptualized. Two three-day courses were successfully designed, developed and piloted with executives: *Leading in Times of Crisis*, and *Engaging Citizens, Stakeholders and Partners*. A third course on employee engagement and short professional workshops are also being designed and developed and will be offered in 2008-2009. Diagnostic results will continue to be used to inform executive leadership development strategies and School programming over the coming years.

In support of diversity, the School continued to offer its two Aboriginal Program courses and worked with Aboriginal elders and community leaders to refine the educational elements in leadership development courses. A strategy will be developed to enable the School to take a broader national role in Aboriginal leadership development.

Program Sub-Activity 1.2.2: Systemic development of high potential public servants

Providing structured and comprehensive career development learning programs to high potential public servants that support succession planning at the corporate and government-wide level.

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$3,217	$10,886	$10,815

New leadership programming, combined with increased activity in existing programs, resulted in an 86% increase in learning days.

A key element of Public Service Renewal is the need to accelerate and broaden the development of leaders at all levels, including entry-level managers. The School has been working on a strategy to overhaul and align its leadership development suite and programming to support this need. Overall participation in the corporate leadership development program, specifically in the learning activities of the Management Trainee Program (MTP), Career Assignment Program (CAP), including Direxion, and Accelerated Executive Development Program (AEXDP) increased by 50 percent compared to the previous fiscal year.

The MTP, CAP and AEXDP programs received an overall rating of 4.3/5. Evaluations for Direxion indicate that the program is contributing positively to participants' leadership development. The School's Living Leadership Program launched a new cohort of 34 participants in January 2008.

The new Advanced Leadership Program (ALP) was implemented by the School in the fall of 2007 and responds directly to the impending retirements in the senior ranks of the Public Service, as identified by the Prime Minister's Advisory Committee on the Public Service. It is aimed at accelerating the development of high potential senior leaders to ensure continued excellence in service to Canadians. The content of the ALP is based on best practices in executive education. To date, feedback has been very positive and another cohort will undertake the Program in the fall of 2008.

CSPS Corporate Leadership Development Programs Continuum	
Target Level	**Leadership Development Programs**
Aspiring Managers (EX minus 3 to EX minus 4)	Management Training Programs (MTP) and *ileadership*
Managers (EX minus 1 to EX minus 2)	Career Assignment Program (CAP) and Direxion *
First Level Executives (EX-1 to EX-3)	Accelerated Executive Development Program (AEXDP) and Living Leadership: The Executive Excellence Program *
Senior Leaders	Advanced Leadership Program
* The educational component open to non-program participants	

Departmental consultations demonstrated the need for more leadership development programming for high performing individuals aspiring to become entry level leaders. Therefore, a needs assessment was conducted to explore the interest and viability of offering the educational component of the MTP as a new accelerated leadership development open enrolment program, along the lines of the Direxion model.

The program, called *ileadership*, which was launched in the spring of 2008, helps fill a gap in the accelerated leadership development continuum and provides a fully blended leadership development model. This model includes individual, community, organizational, assessment, field research and technology-based learning, supported by online collaboration tools.

Program Sub-Activity 1.2.3: Developing leaders with stronger contextual knowledge

Providing organizations and their leaders with leading-edge knowledge on trends and issues of strategic importance to the Public Service, with smart practices in public management and innovative solutions to common management problems, and encouraging the adoption and application of this knowledge in the pursuit of excellence.

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$3,490	$2,377	$2,088

Developing leaders for a modern Public Service in a globalized world is a priority within Public Service Renewal. Work was undertaken by the School to help increase Canadian public servants'

contextual knowledge of international issues and understanding of the broader Public Service management role in a global context.

Senior leader learning activities have provided opportunities to focus on key management challenges, share best practices and hear from leading thinkers. A seminar series on management transformation was delivered in partnership with the Treasury Board Secretariat, and continuance of the series was requested by the Secretariat in 2008-2009. The School also organized Deputy Minister Seminars on leading domestic and international topics. Below the Senior Leader level, a session of *How Washington Really Works* was held and received highly favourable evaluations, and there were numerous Armchair Discussions on key topics.

In support of accountability objectives, the School strengthened its courses for newly appointed board members of Crown corporations. Two new courses were developed: the first focused on the machinery of government and its impact on Crown corporations, while the second course, entitled *Financial Literacy in a Government Environment*, discussed federal financial processes. A third course on roles and accountabilities of boards and board members is being designed to replace the former course that had been offered.

Strong relationships and international partnerships are continuously being developed with sister and government institutions, such as the Singapore Civil Service College and the National School of Government–United Kingdom, to explore various levels of collaboration. High quality initiatives have also been established while leveraging participation in the Commonwealth Association of Public Administration and Management. Programs such as *Leadership Across Borders* provide the additional opportunity to obtain an international perspective on key challenges facing Canada through on-site visits and counterpart meetings in foreign countries. Strong international networks and shared best practices result from these types of initiatives.

A session of the International Executive Leadership Reflection and Action Program was delivered in Ottawa to Canadian and Irish senior public leaders, including counterpart meetings for Irish delegates. Programs such as this expose Canadian leaders to another perspective and allow sharing of common leadership challenges and best practices.

These relationships are used to keep up-to-date on the latest techniques to collaborate and build management skills and achieve a greater awareness of globalization pressures for Public Service leaders.

Program Activity 1.3: Public service organizations innovate to achieve excellence in delivering results for Canadians

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$15,158	$22,940	$19,081

Human Resources (FTEs)

Planned	Actual	Difference
155	105	50

Enhance the performance and effectiveness of the Public Service by documenting and transferring innovations and best practices in public management.

The above Program Activity is supported by two key sub-activities:

- Enhance capacity of organization; and
- Knowledge on innovative management practices and current issues is transferred.

Program Sub-Activity 1.3.1: Enhance capacity of organizations

Providing a focal point for engaging organizations in aligning their learning agenda with departmental priorities in order to improve their performance.

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$6,924	$7,735	$6,744

Departmental Client Relations

The School's Departmental Client Relations function provides departments and agencies with a single window into the School to assist them in identifying their organizations' learning needs, provide information and advice on the full suite of the School's expertise and programming, and facilitate access to relevant School programming, including through customized learning solutions. It also facilitates the alignment of the School's programming to departmental and government-wide priorities. The School's Client Relations Portfolio Directors and Regional Directors work closely with Regional Federal Councils and departments and agencies to identify regional and organizational learning needs to inform the School's priority setting processes and review of its curricula. Consultation and collaboration has led to a significant increase of program delivery in regional locations.

Client Relations supports Deputy Heads in meeting their accountability for learning in their organizations by supporting a human resources management need within departments to build individual and organizational capacity aligned to deliver on plans and priorities.

The School increased customized learning delivery by about 25 percent in the National Capital Region and by about 40 percent in the regions, responding to departments' learning needs across the country.

Over the past year, the School's Client Relations Portfolio Directors have strengthened their rapport with Heads of Human Resources and Heads of Learning in 34 departments and agencies. This ongoing rapport was complemented through approximately 185 client outreach presentations to Deputy Head executive committees, groups within departments and interdepartmental forums.

The School's Departmental Client Relations function also identifies opportunities for collaboration across organizations for added synergies in Public Service learning, for example through the scanning for and sharing of leading practices and learning curricula. It also supports interdepartmental forums. For example, in support of the *Policy on Learning, Training and Development*, the Departmental Client Relations group provides departmental and agency Required Training Coordinators (RTC) with a single point of contact for advice, guidance and reporting requirements related to required training. In 2007-2008, meetings were held monthly with the RTC community (an average of 40 organizations represented) and answers were provided to more than 2,000 department- and agency-specific enquiries. Client Relations actively participated in, and co-chaired, monthly meetings of the Heads of Learning Forums and supports a virtual networking site for the community to promote information sharing on best practices.

As an evolving function, there will be an ongoing assessment of the effectiveness of Departmental Client Relations. To date, feedback from departments and Regional Federal Councils is positive, citing the value of a single window and the responsiveness of the School to organizations' learning needs.

Effectiveness of organizations is strengthened

The School supports learning and capacity building within the context of organizational change in the federal Public Service. The Strategic Change Group's (SCG) approach has been developed in collaboration with Queen's University and is aimed at supporting management teams and helping them acquire the tools and skills to realize change effectively.

A key element of success is that the School's approach focuses specifically on change processes in public organizations, using advisors from the Public Service who have experienced the challenges and issues at stake. As an integral part of the Deputy Heads' accountability for determining learning needs in their organizations, the SGC's services can be specifically geared toward supporting an organizational learning approach with client organizations. This enables the School to offer an integrated solution that combines both organizational and individual development.

As a new area of business for the School, there continues to be ongoing assessment of the effectiveness of the SCG business model

Throughout 2007-2008, the School continued to work with departments undergoing transformation, including:

- The Canadian Forces Health Services Group Transformation (Project Rx2000);
- The Assistant Deputy Minister and executive management team of Human Resources and Social Development Canada; and
- The new Aboriginal Economic Development Sector of Indian and Northern Affairs Canada.

and adaptation of the selection of tools and methods through post-intervention interviews and informal surveys with clients.

Program Sub-Activity 1.3.2: Knowledge of innovative management practices and current issues is transferred

The domestic and global environments are scanned, important trends and issues in public management are analyzed and awareness and understanding of them is built in the Public Service.

Financial Resources (in thousands $)

Planned Spending	Authorities	Actual Spending
$8,234	$15,205	$12,337

Ensuring greater understanding of emerging issues and supporting the adoption of innovative practices

Over the last year, the School shifted its focus from public management research and accompanying publications to an approach that fully integrates best practices in public management into a range of learning activities, such as course content, Armchair Discussions, online publications and some 20 seminars and workshops (including six Director General seminars and nine EX Forum events), as well as the 2007 Manion Lecture.

The School launched its first 'virtual' Armchair Discussion – via Webcast – on September 6, 2007. Since then, there have been:

- Over 50 Webcasts
- Over 2,500 participants
- Average of 50 participants per session
- Average of 50 minutes online attendance
- Increase of 114% participation

Overall, virtual Armchair Discussions have:

- Increased regional participation
- Increased visibility
- Enabled recycling of past broadcasts
- Lowered cost and greenhouse emissions

This approach yields two kinds of results: First, the process of identifying and validating best practices leads to the creation of related products and tools, and also engages and strengthens the relevant communities of practice. Second, integrating the teachable content of best practices into a wide range of individual learning programs, as well as organizational learning and change management interventions, taken together generate broad-scale promotion and dissemination across the Public Service.

A best practices research agenda, aligned with Public Service Renewal priorities, was established through liaison with other departments and agencies and consultations with partner and academic organizations (including via activities supported by the Innovative Public Management Research Fund). Collaboration across CSPS programs resulted in the targeted integration of best practices products and tools related to collective staffing processes, the Management Accountability Framework, and Integrated Planning into CSPS program and event offerings, as well as into course development, maximizing the transfer of innovative management best practices in those priority areas.

Another activity that was advanced through regional initiative was the development and implementation of communities of practice in the Public Service. The concept of a community of practice refers to the process of social learning that occurs when people who have a common interest in a subject are connected through online technology and collaborate over an extended period of time to share ideas, find solutions and build innovations. During the last fiscal year, 23 new virtual communities of practice were developed and implemented. The client departments included Justice Canada, the Public Service Commission, Heritage Canada, the Public Health Agency of Canada, Natural Resources Canada and Service Canada. The other new communities of practice were implemented within the CSPS to meet the School's internal requirements as well as the needs of government-wide communities supported by the School. A total of 697 new members were added to the School's Communities of Practice Portal.

The majority of the School's university-related initiatives were realigned to strengthen capacities to deliver on CSPS and Public Service priorities. This included strengthening relations with universities through a major expansion and support of the Deputy Minister University Champions Program, promotion and support of the Public Servant-in-Residence Program, and work toward the development of a student research and recruitment initiative. This work has helped to support the new focus on best practices, as well as to encourage research and greater awareness regarding key Public Service management priorities, identify and launch projects with universities to advance shared priorities and facilitate the recruitment of talented graduates into the Public Service.

SECTION III: SUPPLEMENTARY INFORMATION

Departmental Link to Government of Canada Outcome Areas

Strategic Outcome: Public servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians			
	Actual Spending 2007-2008		Alignment to Government of Canada Outcome Area
	Budgetary	Total	
Program Activity 1.1 — Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment. This is accomplished by strengthening the capacity of public servants to meet the employer's knowledge standards, building and sustaining public sector management and professional foundations through targeted learning and facilitating official languages capacity.	$102,765	$102,765	Government Affairs
Program Activity 1.2 — Public Service has strong leaders delivering results for Canadians. This is accomplished by ensuring that public servants have access to learning opportunities that will enable them to become better leaders, providing systemic development of high potential public servants and developing leaders with stronger contextual knowledge.	$17,463	$17,463	Government Affairs
Program Activity 1.3 — Public Service organizations innovate to achieve excellence in delivering results for Canadians. This is accomplished by enhancing the performance capacity of the organization through targeted learning solutions and by transferring knowledge on innovative management practices and current issues.	$22,940	$22,940	Government Affairs

Under the whole-of-government framework, the Canada School of Public Service is a federal organization that contributes to the Government Affairs outcome by providing learning services and support to all departments and agencies. The School contributes to ensuring the accountability, professionalism and bilingualism of the federal Public Service.

Financial Tables

Table 1: Comparison of Planned to Actual Spending (including Full-time Equivalents)

This table offers a comparison of the Main Estimates, Planned Spending, Total Authorities, and Actual Spending for the most recently completed fiscal year, as well as historical figures for Actual Spending.

The $56.3 million increase in 2007-2008 from Planned Spending ($86.8M) to Total Authorities ($143.1M) is mainly due to:

- Increase in revenues in 2007-2008 $31.3M
- Revenue carry forward from 2006-2007 $15.6M
- Operating Budget carry forward from 2006-2007 $ 3.8M
- Compensation for salary adjustments $ 0.4M

The $21 million difference in 2007-2008 between Total Authorities ($143.1M) and Actual Spending ($122.1M) is made up of:

- $14.4M of revenues to be carried forward to fiscal year 2008-2009 according to section 18(2) of the *Canada School of Public Service Act*;
- $3.8M set aside to cover the employee benefit plan
- $2.7M which represents the operating budget carry forward to fiscal year 2008-2009

The $9.1 million increase in spending from 2006-2007 ($113M) to 2007-2008 ($122.1M) is due to an increase in program activities associated with an increase in revenues.

($ thousands)	2005–2006 Actual	2006–2007 Actual	2007–2008			
			Main Estimates	Planned Spending	Total Authorities	Actual
Develop, manage, disseminate knowledge products[3]	$16,564	-	-	-	-	-
Manage the Provision of Learning Services[1]	$83,787	-	-	-	-	-
Public Servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	-	$76,902	$59,910	$60,122	$102,765	$86,040
Public Service has strong leaders delivering results for Canadians	-	$19,850	$11,551	$11,588	$17,463	$17,056
Public Service organizations innovate to achieve excellence in delivering results for Canadians	-	$16,285	$15,129	$15,158	$22,940	$19,081
Total	**$100,351**	**$113,037**	**$86,590**	**$86,868**	**$143,168**	**$122,177**
Less: Non-respendable revenue	$(6,143)		N/A	N/A	$(498)	N/A
Less: Respendable revenue (pursuant to section 18(2) of the CSPS Act)[4]	$(19,474)	$(26,750)	$(20,000)	$(20,000)	$(66,955)	$(52,543)
Plus: Cost of services received without charge[5]	$12,024	$12,648	N/A	$13,604	N/A	$13,149
Total Departmental Spending	**$86,758**	**$98,935**	**$66,590**	**$80,472**	**$75,715**	**$82,783**

Full-time Equivalents	**844**	**966**	N/A	**940**	N/A	**789**

[3] In 2006-2007, adjustments were made to the program activity architecture for the Canada School of Public Service due to a change in focus of its mandate. As a result, the program activity Develop, Manage, Disseminate Knowledge Products, and the program activity Manage the Provision of Learning Services have been replaced by three new program activities which better reflect the business model of the School (a crosswalk between structures was provided in the 2006-2007 RPP).

[4] Table 3 contains further details on respendable and non-respendable revenues

[5] Includes the following services received without charge: accommodation charges (Public Works and Government Services Canada); and contributions covering employer's share of employees' insurance premiums and expenditures (Treasury Board Secretariat)

Table 2: Voted and Statutory Items

($ thousands)

Vote or Statutory Item	Truncated Vote or Statutory Wording	2007–2008			
		Main Estimates	Planned Spending[6]	Total Authorities[7]	Actual[8]
35	Operating expenditures	$60,281	$60,559	$66,597	$60,018
(S)	Respendable revenues (pursuant to section 18(2) of the CSPS Act)	$20,000	$20,000	$66,955	$52,543
(S)	Contributions to employee benefit plans	$6,309	$6,309	$9,613	$9,613
(S)	Spending of proceeds from the disposal of surplus Crown assets	-	-	$3	$3
	Total	**$86,590**	**$86,868**	**$143,168**	**$122,177**

[6] Planned Spending is from the 2007-2008 Report on Plans and Priorities (RPP).

[7] The Total Authorities refers to the total spending authorities received during the fiscal year (i.e. through Main Estimates, Supplementary Estimates, Statutory Authorities).

[8] The Total Actual can be found in the 2007-2008 Public Accounts.

(S) Indicates expenditures the Department is required to make that do not require an appropriation act.

Table 7: Internal Audits and Evaluations

For supplementary information on the School's internal audits and evaluations, please visit: http://www.tbs-sct.gc.ca/dpr-rmr/2007-2008/index-eng.asp.

Internal Audits (current reporting period)

Name of Internal Audit	Audit Type	Status	Completion Date	Electronic Link to Report
Audit of Selected Contracting Activities at the Canada School of Public Service	*Compliance*	*Completed*	*Nov. 16, 2007*	*http://www.csps-efpc.gc.ca/about/reports/sca07_e.html*

Evaluations (current reporting period)

Name of Evaluation	Program Activity	Evaluation Type	Status	Completion Date	Electronic Link to Report
Orientation to the Public Service: A Review of Program Performance 2006-2007	1.1.1	Performance Information Report	Completed	June 2007	
First Two Years of Implementation: CSPS Responsibilities under the Public Service Modernization Act Learning Strategy	1.1.2	Formative Evaluation	Completed	December 2007	
Language Training under the Action Plan on Official Languages from 2003-04 to 2006-07	1.1.3	Performance Information Report	Completed	July 2007	
CSPS Campus*direct* Customized Courses	1.1.4	Quality Assessment Report	Completed	August 2007	
Electronic Link to Evaluation Plan: N/A					

Table 8: Financial Statements (unaudited) for the year ended March 31, 2008

Management Responsibility for Financial Statements

Responsibility for the integrity and objectivity of the accompanying financial statements for the year ended March 31, 2008 and all information contained in these statements rests with the management of the Canada School of Public Service (the School). These financial statements have been prepared by management in accordance with Treasury Board accounting policies which are consistent with Canadian generally accepted accounting principles for the public sector.

Management is responsible for the integrity and objectivity of information in these financial statements. Some of the information in the financial statements is based on management's best estimates and judgement and gives due consideration to materiality. To fulfill its accounting and reporting responsibilities, management maintains a set of accounts that provides a centralized record of the School's financial transactions. Financial information submitted to the *Public Accounts of Canada* and included in the School's *Departmental Performance Report* is consistent with these financial statements.

Management maintains a system of financial management and internal control designed to provide reasonable assurance that financial information is reliable, that assets are safeguarded and that transactions are in accordance with the *Financial Administration Act* and the *Canada School of Public Service Act,* are executed in accordance with prescribed regulations, within Parliamentary authorities, and are properly recorded to maintain accountability of Government funds. Management also seeks to ensure the objectivity and integrity of data in its financial statements by careful selection, training and development of qualified staff, by organizational arrangements that provide appropriate divisions of responsibility, and by communication programs aimed at ensuring that regulations, policies, standards and managerial authorities are understood throughout the department.

At the time of submission, the financial statements of the School have not been audited, however throughout fiscal year 2007-2008, the School has been working with the accounting firm of Deloitte on its readiness assessment for auditable financial statements and improvements to its internal controls. Deloitte is currently in the process of completing it's audit of the School's 2008-2009 opening balances of the Statement of Financial Position.

Ruth Dantzer
President and CEO

Jamie Tibbetts
Senior Financial Officer

Ottawa, Canada
September 15th, 2008

Statement of Operations (Unaudited)

For the year ended March 31, 2008
(in thousands of dollars)

	2008				2007
	Learning Services Program	*Leadership Program*	*Innovation Program*	Total	Total
Transfer Payments	-	-	**375**	**375**	**316**
Operating Expenses					
Salaries and employee benefits	49,241	8,730	11,189	69,160	68,099
Professional and special services	25,187	6,318	4,784	36,289	33,599
Rental of accommodation and equipment	9,431	993	2,139	12,563	11,477
Transportation and telecommunications	4,138	874	807	5,819	5,132
Small equipment and parts	2,189	268	483	2,940	3,118
Utilities, materials and supplies	1,129	313	266	1,708	2,247
Loss on write-off of tangible capital assets	-	-	-	-	1,134
Printing and publishing	847	125	600	1,572	877
Amortization of tangible capital assets	991	107	241	1,339	809
Repair and maintenance	845	88	199	1,132	305
Other operating expenses	52	115	14	181	128
Total Operating Expenses	**94,050**	**17,931**	**20,722**	**132,703**	**126,925**
Total Expenses	**94,050**	**17,931**	**21,097**	**133,078**	**127,241**
Revenues					
Sales of Goods and Services	40,751	7,281	3,835	51,867	33,059
Other Revenues	17	2	4	23	46
Total Revenues	**40,768**	**7,283**	**3,839**	**51,890**	**33,105**
Net Cost of Operations	**53,282**	**10,648**	**17,258**	**81,188**	**94,136**

The accompanying notes form an integral part of these financial statements.

Statement of Financial Position (Unaudited)

At March 31, 2008

(in thousands of dollars)

	2008	2007
Assets		
Financial assets		
Accountable advances	14	11
Accounts receivable	5,567	6,882
Total financial assets	**5,581**	**6,893**
Non-financial assets		
Prepaid expenses	3	150
Tangible capital assets (Note 4)	3,058	4,707
Total non-financial assets	**3,061**	**4,857**
Total	**8,642**	**11,750**
Liabilities		
Accounts payable and accrued liabilities	18,746	21,384
Vacation pay and compensatory leave	801	3,003
Employee severance benefits (Note 5)	10,006	8,641
Other liabilities	43	6
Total liabilities	**29,596**	**33,034**
Equity of Canada	**(20,954)**	**(21,284)**
Total	**8,642**	**11,750**

Contractual obligations (Note 6)

The accompanying notes form an integral part of these financial statements.

Statement of Equity of Canada (Unaudited)

For the year ended March 31, 2008

(in thousands of dollars)

	2008	2007
Equity of Canada, beginning of year	**(21,284)**	**(20,883)**
Net cost of operations	(81,188)	(94,136)
Current year appropriations used (Note 3a)	122,177	113,037
Change in net position in the Consolidated Revenue Fund (Note 3c)	(53,808)	(31,950)
Services provided without charge from other government departments (Note 7)	13,149	12,648
Equity of Canada, end of year	**(20,954)**	**(21,284)**

The accompanying notes form an integral part of these financial statements.

Statement of Cash Flow (Unaudited)

For the year ended March 31, 2008

(in thousands of dollars)

	2008	2007
Operating Activities		
Net cost of operations	81,188	94,136
Non-cash items:		
Amortization of tangible capital assets	(1,339)	(809)
Loss on write-off of tangible capital assets	-	(1,134)
Transfer of assets to PWGSC	(747)	-
Services provided without charge	(13,149)	(12,648)
Variations in Statement of Financial Position:		
Increase (decrease) in accounts receivable and accountable advances	(1,312)	4,861
Increase (decrease) in prepaid expenses and inventories	(147)	72
(Increase) decrease in liabilities	3,438	(5,334)
Cash used by operating activities	**67,932**	**79,144**
Capital Investment Activities		
Acquisition of tangible capital assets	437	1,943
Cash used by capital investment activities	**437**	**1,943**
Net cash provided by Government of Canada	**68,369**	**81,087**

The accompanying notes form an integral part of these financial statements.

Notes to the Financial Statements (Unaudited)

For the year ended March 31, 2008

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1. Authority and Objectives

On April 1, 2004, amendments to the *Canadian Centre for Management Development Act* were proclaimed and the organization was renamed the Canada School of Public Service (the School). The amended legislation, now entitled the *Canada School of Public Service Act*, continues and expands the mandate of the former organization as a departmental corporation. The School reports to the President of the Treasury Board, through a Board of Governors made up of representatives of the private and public sectors.

The School is the common learning service provider for the Public Service of Canada. It brings an integrated approach to serving the common learning and development needs of public servants and helps ensure that all public service employees across Canada have the knowledge and skills they need to meet the employer's knowledge standard and deliver results for Canadians.

Through its programming, the School delivers on its legislative mandate to encourage pride and excellence in the Public Service and to foster a common sense of purpose, values and traditions. It helps to ensure that public servants have the knowledge, competencies and skills they need to serve Canada and Canadians and supports the growth and development of public servants committed to the service of Canada. The School assists deputy heads in meeting their organization's learning needs and pursues excellence in public sector management and public administration.

2. Summary of Significant Accounting Policies

These financial statements have been prepared in accordance with Treasury Board accounting policies which are consistent with Canadian generally accepted accounting principles for the public sector.

Significant accounting policies are as follows:

(a) **Parliamentary appropriations** — The School is primarily financed by the Government of Canada through Parliamentary appropriations. Financial reporting for appropriations provided to the School do not parallel financial reporting according to generally accepted accounting principles since appropriations are primarily based on cash flow requirements. Consequently, items recognized in the statement of operations and in the statement of financial position are not necessarily the same as those provided through appropriations from Parliament. Note 3 provides a high-level reconciliation between the two bases of reporting.

(b) Net Cash Provided by Government — The School operates within the Consolidated Revenue Fund (CRF) which is administered by the Receiver General for Canada. All cash received by the School is deposited to the CRF and all cash disbursements made by the School are paid from the CRF. The net cash provided by Government is the difference between all cash receipts and all cash disbursements including transactions between departments of the federal government.

(c) Change in net position in the Consolidated Revenue Fund — It represents the difference between the net cash provided by Government and appropriations used in a year, excluding the amount of non-respendable revenue recorded by the department. It results from timing differences between when a transaction affects appropriations and when it is processed through the CRF.

(d) Revenues — Revenues are accounted for in the period in which the underlying transaction or event occurred that gave rise to the revenues.

(e) Expenses — Expenses are recorded on the accrual basis:

- **Vacation leave** — Vacation leave is expensed as the benefits accrue to the employees under their respective terms of employment. The liability for vacation leave is calculated at the salary levels in effect at the end of the year for all unused vacation balances.
- **Services provided without charge** — Services provided without charge by other government departments for accommodation and the employer's contribution to the health and dental insurance plans are recorded as operating expenses, at their estimated cost, in the statement of operations. A corresponding amount is reported directly in the Statement of Equity of Canada.

(f) Employee future benefits

1) **Pension benefits** — Eligible employees participate in the Public Service Pension Plan, a multi-employer plan administered by the Government of Canada. The School's contributions to the Plan are charged to expenses in the year incurred and represent the total School's obligation to the Plan. Current legislation does not require the School to make contributions for any actuarial deficiencies of the Plan.

2) **Severance benefits** — Employees are entitled to severance benefits under labour contracts or conditions of employment. These benefits are accrued as employees render the services necessary to earn them. The obligation related to the benefits earned by employees is calculated using information derived from the results of the actuarially determined liability for employee severance benefits for the Government as a whole. Employee severance benefits on cessation of employment represent obligations of the department that are normally funded through future year appropriations.

(g) **Accounts receivable** — Accounts receivable are stated as amounts expected to be ultimately realized. A provision is made for receivables where recovery is considered uncertain.

(h) **Tangible capital assets** — All tangible capital assets (including leasehold improvements) having an initial cost of $5,000 or more are recorded at their acquisition cost less accumulated amortization. Similar items under $5,000 are expensed in the statement of operations.

Amortization of tangible capital assets is calculated on a straight-line basis over the estimated useful life of the assets as follows:

Asset class	Useful life
Machinery and equipment	5 years
Other equipment (including furniture)	5 years
Informatics hardware	5 years
Software (including developed software)	3-6 years
Motor vehicle	4 years
Leasehold improvements	10 years

Amortization of tangible capital assets is taken the first month following the date of the acquisition of the asset.

(i) **Measurement uncertainty** — The preparation of these financial statements in accordance with Canadian generally accepted accounting principles for the public sector requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amount of expenses and revenues during the reporting period. At the time of preparation of these statements, management believes the estimates and assumptions to be reasonable. The most significant estimates used are the useful life of tangible capital assets and the liability for employee severance benefits.

Actual results could differ from those estimates. Management's estimates are reviewed periodically and, as adjustments become necessary, they are recorded in the financial statements in the year they become known.

3. Parliamentary Appropriations

The School receives most of its funding through Parliamentary appropriations. Items recognized in the statement of operations and the statement of financial position in one year may be funded through Parliamentary appropriations in prior, current or future years. Accordingly, the School has different net results of operations for the year on a government funding basis than on an accrual accounting basis. The differences are reconciled in the following tables:

(a) Reconciliation of net cost of operations to current year appropriations used

	(in thousands of dollars) 2008	2007
Net cost of operations	**81,188**	**94,136**
Adjustments for items affecting net cost of operations but not affecting appropriations		
Add (Less):		
Revenues	51,890	33,105
Services provided without charge	(13,149)	(12,648)
Employee severance benefits	(1,365)	(1,931)
Loss on write-off of tangible capital assets	-	(1,134)
Amortization of tangible capital assets	(1,339)	(809)
Vacation leave	2,202	(753)
Other	1,580	993
	39,819	16,823
Adjustments for items not affecting net cost of operations but affecting appropriations		
Add (Less):		
Acquisition of tangible capital assets	437	1,943
Prepaid expenses	3	150
Other	730	(15)
	1,170	2,078
Current year appropriations used	**122,177**	**113,037**

(b) Reconciliation of Parliamentary appropriations provided to current year appropriations used

	(in thousands of dollars) 2008	2007
Parliamentary Appropriations Voted:		
Program expenditures (Vote 25)	66,597	85,098
Less:		
Lapsed appropriation – Program expenditures (vote 25)	(6,579)	(7,472)
Total appropriations used	**60,018**	**77,626**
Statutory authorities:		
Spending of revenues pursuant to subsection 18 (2) of the *Canada School of Public Service Act*	52,543	26,750
Contributions to employee benefit plans	9,613	8,642
Spending of proceeds from the disposal of surplus Crown assets	3	19

Total Statutory Authorities used	**62,159**	**35,411**
Current year appropriations used	**122,177**	**113,037**

(c) Reconciliation of net cash provided by Government to current year appropriations used

(in thousands of dollars)

	2008	2007
Net cash provided by Government	**68,369**	**81,087**
Revenues	51,890	33,105
Change in net position in the Consolidated Revenue Fund		
Variation in accounts receivable and accountable advances	1,312	(4,861)
Variation in accounts payable and other liabilities	(2,601)	2,650
Other adjustments	3,207	1,056
	1,918	(1,155)
Current year appropriations used	**122,177**	**113,037**

4. Tangible Capital Assets

(in thousands of dollars)

	2008									2007
	Cost				Accumulated amortization					
	Opening balance	Acquisitions	Disposals and write-offs [1]	Closing balance	Opening balance	Amortization	Disposals and write-offs [1]	Closing balance	**Net book value**	Net book value
Machinery and equipment	483		299	184	469	9	299	179	**5**	14
Other equipment (including furniture)	421		57	364	195	53	27	221	**143**	226
Informatics hardware	2,621	259	2,062	818	1,112	415	1345	182	**636**	1,509
Software (including developed software)	3,353	178		3,531	966	787		1,753	**1,778**	2,387
Motor vehicle	30			30	7	5		12	**18**	23
Leasehold improvements	658			658	110	70		180	**478**	548
Total	7,566	437	2,418	5,585	2,859	1,339	1,671	2,527	**3,058**	4,707

[1] Transfer of capital assets to Public Works and Government Services Canada.

5. Employee Future Benefits

(a) Pension benefits

The School and all eligible employees contribute to the Public Service Pension Plan, which is sponsored and administered by the Government of Canada. Pension benefits accrue up to a maximum period of 35 years at a rate of 2 percent per year of pensionable service, times the average of the best five consecutive years of earnings. The benefits are integrated with Canada/Québec Pension Plans benefits and they are indexed to inflation.

The 2007-2008 expense amounts to $1,701,560 ($1,365,512 in 2006-07), which represents approximately 2.1 times (2.2 in 2006-2007) the contributions by employees.

The School's responsibility with regard to the Plan is limited to its contributions. Actuarial surpluses or deficiencies are recognized in the financial statements of the Government of Canada, as the Plan's sponsor.

(b) Employee severance benefits

The School provides severance benefits to its employees based on eligibility, years of service and final salary. The severance benefits are not pre-funded. Benefits will be paid from future appropriations. Information about the severance benefits, measured as at March 31, is as follows:

(in thousands of dollars)

	2008	2007
Accrued benefit obligation, beginning of year	8,641	6,710
Expense for the year	2,600	3,315
Benefits paid during the year	(1,235)	(1,384)
Accrued benefit obligation, end of year	**10,006**	**8,641**

6. Contractual Obligations

The nature of the School's activities can result in some large multi-year contracts and obligations whereby it will be obligated to make future payments when the services will be rendered or goods received. Significant contractual obligations that can be reasonably estimated are summarized as follows:

(in thousands of dollars)

	2009	2010	2011	2012	2013 and thereafter	Total
Goods and services	5,309	2,644	2,450	1,878	3,121	**15,402**
Operating leases	1,222	1,175	408	60	-	**2,865**
Total	**6,531**	**3,819**	**2,858**	**1,938**	**3,121**	**18,267**

7. Related Party Transactions

The School is related as a result of common ownership to all Government of Canada departments, agencies and Crown corporations. The School enters into transactions with these entities in the normal course of business and on normal trade terms. Also, during the year, the School received services which were obtained without charge from other Government departments and agencies as presented in part (a).

(a) Services provided without charge

The costs of these services have been recognized as an expense in the School's Statement of Operations as follow:

(in thousands of dollars)

	2008	2007
Accommodation received from Public Works and Government Services Canada (PWGSC)	8,668	8,499
Contributions covering employer's share of employees' insurance premiums and expenditures paid by Treasury Board Secretariat (TBS)	4,481	4,149
Total	**13,149**	**12,648**

The Government has structured some of its administrative activities for efficiency and cost-effectiveness purposes so that one department performs these on behalf of all without charge. The cost of these services, which include payroll and cheque issuance services provided by Public Works and Government Services Canada, are not included as an expense in the School's Statement of Operations.

(b) Payables and receivables outstanding at year-end with related parties

	(in thousands of dollars)	
	2008	**2007**
Accounts receivable from other government departments and agencies	5,083	6,650
Accounts payable to other government departments and agencies	9,423	5,136

8. Comparative Information

Comparative figures have been reclassified to conform to the current year's presentation.

SECTION IV: OTHER ITEMS OF INTEREST

Program Activity 1.4: Corporate Services

Effective decision making supported through integrated advice, information strategies and the provision of high quality corporate services.

Financial Resources (in thousands $)

Corporate Services	Planned Spending	Authorities	Actual Spending
Corporate Management	$1,860	$8,345	$8,206
Corporate Administration	$9,890	$18,157	$18,092
Human Resources	$1,808	$3,910	$3,904
Registrar	$3,029	$4,194	$1,751
Total Corporate Services	$16,587	$34,606	$31,953

Human Resources (FTEs)

Planned	Actual	Difference
228	228	0

Corporate governance enables the School to meet its strategic objectives

The School's Board of Governors established a regular meeting cycle for 2007–2009 that sequences Board meetings with the School's business planning process and the government's planning cycle. The schedule further enables the Board to play an instrumental role in strategic planning and in assessment and evaluation of the School's performance and financial results.

The Board held two regular meetings during 2007-2008. In May 2007, the meeting provided an opportunity for the Board to review the previous year's outcomes and results, and the October 2007 meeting provided an opportunity to engage the Board in forward planning.

In June 2007, the Minister tabled in Parliament the Board's *Report to Parliament 2001–2006*, in accordance with sub-section 19(3) of the *Canada School of Public Service Act*. The report highlighted the School's support of a more integrated approach to learning in the Public Service. It also recognized that the School will play an important role in Public Service Renewal by ensuring that public servants are equipped with the professional, management and leadership skills to serve Canadians. The Board committed to producing an addendum within 18 months that would set the School's strategic direction for the next five years, as well as establish an evaluation framework against which progress could be assessed. The addendum was tabled in Parliament in June 2008.

Effective policy and planning advice/analysis support corporate decision making process

During 2007-2008, steps were taken to strengthen the School's strategic planning and reporting processes through improved internal information sharing and an ongoing focus on horizontal coordination.

Through events such as senior executive retreats, Board of Governors meetings, branch retreats and an all-staff general assembly, the School's corporate direction and priorities are developed, established, adjusted and communicated throughout the year.

During the reporting period, the School worked through a planning cycle focused on better integrating the financial, human and operational elements of aligning its activities with performance objectives. Through this process, a three-year Integrated Business Plan was developed to highlight key CSPS business objectives, priorities and deliverables and link these with branch and individual accountabilities. This business plan is aligned with the Program Activity Architecture (PAA) and demonstrates how activities and priorities relate to the CSPS strategic outcome and program activity areas. Financial and human resources and the results of each project are delineated, with the aim of contributing to clear and accountable reporting of the School's activities, outputs and outcomes.

Effective communications and marketing support the School's agenda

In support of broader efforts to align learning more directly with key government priorities and departmental and agency needs, an integrated marketing strategy has been developed. This strategic approach includes market and client research and analysis; established marketing objectives; development of program proposals under a curriculum review process; linkages with business planning; and finalized marketing opportunities. Together, these components feed into the School's Web site strategy, promotion plans and outreach initiatives. Ongoing monthly analysis, promotions monitoring and learner behaviour assessments provide information needed for the School to fine-tune marketing initiatives in order to enhance its client service and overall performance results.

Within the School, communications support is managed in accordance with the *Communications Policy of the Government of Canada*. The Communications Directorate provides accurate information on various government-wide and branch initiatives, online tools, forms, etc. to School employees through the effective and continuous maintenance of the intranet site. In 2007-2008, the School increased awareness of both internal and external communications material through the development and delivery of online postings in the School's electronic newsletters (*Notebook* and *Hot off the Press*), through the President's electronic messages to employees and through various corporate information documents. A key initiative has been the development of a planning calendar which provides a comprehensive perspective on School operations. In addition, an online tool for connecting managers in the organization was developed and launched to support information-sharing and collaborative work.

Registration and learner reporting

During 2007-2008, more than 85,000 registration activities and more than 150,000 inquiries were managed by the School's Client Contact Centre. As a result of the *Policy on Learning, Training and Development* and the introduction of required training, registration activity has significantly increased by about 110 percent since the initiation of the implementation of the Policy.

Under the Policy, the School is required to report to Deputy Heads on their employees' completion of required training — each Deputy Head receives a report quarterly. As part of the reporting process, the School Registrar receives and manages the names of individuals identified by departments requiring training (to date about 60,000 names) and tracks their completion of the training. In January, the School implemented a Required Training Coordinators Portal which is used by approximately 210 users in 85 departments and agencies. The Portal has greatly facilitated the management of names and tracking of individuals requiring training for both the School and departments and agencies.

The Registrar also provides first-level technical support to the more than 130,000 users of the School's systems (Campus*direct*, My Learning Planner, Required Training Coordinators Portal). These government-wide electronic platforms are part of the enabling infrastructure supporting Public Service Renewal.

The School is in the process of seeking approval to acquire an Integrated Learning Management System (I-LMS), with a view to full implementation over 2009-2010. The system will enable the School to more effectively and efficiently provide reports to Deputy Heads on employees' learning, respond to needs for increased operational efficiency and facilitate the ability to exchange information on employee learning in a standardized format with departments and central agencies.

With the cooperation of other departments and agencies, the I-LMS is being designed to ensure it can also be utilized as a standard Learning Management System across the government, and has been acknowledged by the Chief Information Officer of the Government of Canada as a shared system or "clustering" opportunity. In addition, standards were created in support of the Common End-to-End Human Resource Business Process initiative, as well as the infrastructure component of Public Service Renewal.

Learning evaluation and quality assurance

During the reporting period, the School's evaluation team implemented a quality assurance system to provide monthly tracking and in-depth reporting of client satisfaction results and trends. Results are communicated with management to support continuous improvement of products and courses. These evaluations also contribute to better understanding learner needs which enables the School to better tailor its learning events to provide public servants with the training they require to effectively serve Canadians.

The School's multi-year evaluation plan was established and approved by the Evaluation Committee and reviewed by the Board of Governors. The School's Evaluation Policy was updated and is awaiting approval, pending any final changes to and subsequent approval of the Treasury Board *Evaluation Policy*. In accordance with the Evaluation Plan, one formative evaluation, two performance reports, two quality assessments and one case study have been completed. Information from these reports informed the curriculum review process and decision-making within the School. An additional five formative evaluations are currently under way. A performance measurement framework, aligned with the PAA, was developed and will be phased in during 2008-2009.

A new client satisfaction and feedback questionnaire to evaluate courses was developed and piloted with a view to implementing an online evaluation tool. A set of standards and criteria was established to determine how effectively courses and events are performing and to monitor trends across fiscal years. Overall, the School's products and courses meet the standard set by the School of 4.0 on a 1 to 5 point scale.

In support of expanding its use of knowledge assessment methods, the School developed guidelines and organized a workshop for program managers to ensure consistency in the development and implementation of knowledge transfer assessment instruments. Course-specific questionnaires to assess knowledge gain have been developed for seven courses and implemented for three deliveries. The results are used at the pilot stage to inform course design in an effort to maximize learner capacity.

Integrated Regional Services

The School's operations are national in scope. In addition to the National Capital Region, the School has six regions across the country, offering learning opportunities to public servants at 11 locations. Each region is headed by a Regional Director responsible for delivery of a full suite of the School's learning offerings in their region, as well as client relations with Regional Federal Councils and with the regional operations of departments and agencies.

About 60 percent of public servants work outside of the National Capital Region. Regional operations are focused on supporting their learning needs; in 2007-2008, customized learning offerings in the regions increased by 40%.

Integrated Regional Services supports the regional offices by providing leadership to overall regional strategies and activities; co-ordination with regions in support of a consistent corporate approach across the country, while respecting regional differences; and ensuring a two-way information flow between the National Capital Region and regional offices to ensure the integration of regional considerations in the School's corporate decision making.

The School is striving to extend the reach of its offerings in the regions outside the National Capital Region to bring greater alignment with the demographics of the Public Service. In 2007-2008, the School continued to make progress in meeting this objective. While significant achievements are reflected within the program areas (as described in Section II), overall the School's regional operations have demonstrated strong performance:

Type of offering	Regional percentage of School operations	
	2006-2007	2007-2008
Learner days	30%	33%
Required training	31%	41%
Functional communities	25%	32%
Leadership	6.9%	7.6%

High quality corporate services and advice enable the School to meet its strategic objectives

Financial Services

In 2007-2008, a key focus was on efforts to improve the School's internal controls, readiness assessments for auditable financial statements and the implementation of strategies and business activities to ensure enhancements to the financial processing and financial system activities within the School.

Significant results were achieved in 2007-2008 in this area:

An audit of the School's statement of financial position opening balance was successfully completed.

- In preparing for auditable financial statements, Deloitte and Touche were engaged to review internal controls and found 87 percent of the 420 controls assessed to be effective. Some issues identified were outside of the School's scope as they reflect government-wide issues; for the remainder, action plans were developed to address improvements and the School's financial business process documentation has been updated to reflect the results of the controls assessment review.
- These measures have resulted in the assurance that the School has adequate financial controls in place. They have also led to improvements in the School's preparation of Public Accounts and Financial Statements.

Improvements were achieved in year-end processing and revenue management. In 2007-2008, the School's revenues increased by 56 percent, while accounts receivable increased by 19 percent. Comparisons of payables at year-end show a decrease of approximately 15 percent. This is evidenced in the School's financial statement presentation found on Section III of this performance report.

In 2007-2008, the School took a more coherent and integrated view of risk management-related initiatives at all levels. Ongoing efforts to raise awareness of risk among senior executives and managers were supported through monitoring of corporate risk action plans and ever-greening of results. Progress has been made toward establishing enterprise-wide risk management as well as in using risk management to support key decision-making.

The key results of other areas of Financial Services are as follows:

In 2007-2008, a pilot initiative to decentralize financial system (SAP) access to managers' desktops was a success. A financial systems support hosting partnership has been negotiated with another SAP government department to provide the School with improved system functionality along with a system footprint better suited to its business model requirements.

The Government of Canada Shared Travel Services Expense Management system was implemented, along with an improved travel claim reimbursement process. A risk-based sampling approach was developed and will be fully implemented in 2008-2009. The standard turnaround time for claims reimbursement has improved to 5 days from 4 to 6 weeks.

The School's costing methodologies, processes and tools were reviewed and revised to reflect a corporate approach aligned with Treasury Board guidelines. A corporate pricing strategy will follow from this work.

Monthly Variance Reports (MVR) have strengthened accountability, transparency and reporting, and have improved decision-making. MVRs are presented to senior management on both an organization and a PAA basis and must be attested to and signed off by program managers.

The School's integrated business planning process (noted above) supports the associated results-based management of activities.

Information Management and Technology (IM/IT)

The School was a vanguard participant in major initiatives which support integrated services and the Government of Canada's Way Forward, particularly in regards to Corporate Administrative Shared Services (CASS) and IT Shared Services.

As a result, the School's IM/IT group has transitioned from an information technology focus to a business-oriented service delivery organization. The Information Technology Services Branch of Public Works and Government Services Canada (PWGSC/ ITSB) has accepted operational responsibility for delivering commodity software, networks, platforms and related management support services.

The School's IM/IT priorities are now focused on developing and supporting its unique Web and applications portfolio, managing service level agreements with its partners and vendors (for example, PWGSC/ITSB, CASS, the Public Service Commission), establishing new processes in the Information Technology Service and Support Organization (ITSSO) service delivery model, and ensuring compliance with policies and directives (for example, IT Security, and Management of Information Technology Security (MITS)).

The School transferred server hosting, service desk, infrastructure support and network services to PWGSC. Transformation activities are ongoing.

Establishment of an Information Management (IM) Directorate has enhanced records management capacity resulting in better alignment of the Library Services' management of published information and the records management of information produced. The IM Directorate began the implementation of the revised Information Classification System (ICS) in 2007-2008. A pilot of the Records, Document and Information Management System (RDIMS) was launched in 2007-2008 to improve effective management of information.

In 2007-2008, the AXEL system was developed and established to prepare the data environment and standard (such as catalogue and employee passport) system for registration. Reference data clean-up and harmonization was also conducted to facilitate the migration of data from legacy systems to a new registration system.

Administrative Services

The School's accommodations requirements for additional office and classroom space were managed through fit-up, investments and moves in existing facilities. The School began negotiations with Public Works and Government Services Canada (PWGSC) for improved rental arrangements for classroom space. Official recognition was received from PWGSC that the School meets the Government of Canada's current fit-up standards for facilities integration.

Last year, there were over 1.6 million pieces of paper and close to 4,500 binders used in the National Capital Region for the Authority Delegation Training classes alone. The revamping of the courses has enabled reference materials to be provided to participants for classroom use only. This initiative is projected to reduce paper requirements by over 60 percent.

The School has provided a "client requirements" document to PWGSC and a client strategy that outlines the School's initiatives, priorities and options is under way. As part of this strategy, the School is exploring short-term solutions for dealing with immediate space pressures while working on a consolidation plan for the National Capital Region.

Human resources are managed effectively and strategically in support of corporate objectives

The School's integrated business and human resources (HR) plan links all HR initiatives with the School's program activities, leading to improved and more strategically aligned HR planning. Specific action items noted include recruiting a qualified and diverse workforce, building and sustaining strong management and professional capacity, and investing in employees and creating a healthy work environment. In the latter part of 2007-2008, a review of the plan was conducted and clearer associations between the staffing needs and the Program Activity Architecture (PAA) were established, thereby providing the necessary information to develop staffing strategies for 2008-2009.

To build and maintain the workforce needed to deliver the School's strategic outcome, information on plans to staff vacant positions was collected, aligned with corporate objectives and analyzed in the first quarter. This analysis allowed for the scheduling of staffing actions in 2007-2008. The School planned 18 collective staffing processes, which aim to cover 80 percent of the School's staffing needs, and 42 individual processes.

By the end of 2007-2008, the School completed 18 collective processes and 27 individual processes. The collective processes accounted for 67 percent of appointments made in 2007-2008. For occupational groups with common needs and criteria, the School developed a standard set of essential qualifications which was accompanied by specific assessment tools. This resulted in pools of pre-qualified individuals who met the current and future organizational needs. This improved process provided a more effective method for obtaining and retaining critical talent.

Concurrently, in alignment with the Employment Equity Plan, the School took advantage of these processes to increase its visible minority representation from 6.3 percent in March 2007 to 8.5 percent in March 2008. The representation of Aboriginal Peoples increased from 3.2 percent to 3.9 percent, and the representation of persons with disabilities increased from 4.7 percent to 5.7 percent over the same period.

The School has an excellent bilingualism capacity. Eighty-four percent of positions are designated bilingual and 95 percent of the incumbents meet the language requirements of their position. Anglophones represent 35 percent of the School's workforce while Francophones account for 65 percent.

A collective process project guide was developed and communicated to HR advisors, providing them with a comprehensive tool to manage this type of process effectively. A new model of HR service delivery was also developed in 2007-2008, reflecting the underlying principles of Public Service Modernization by emphasizing the advisory role of HR advisors and forging a closer partnership between HR and the business lines of the School.

Throughout 2007-2008, the School continued its efforts to modernize classification. The broad-based approach to classification will improve the operations of the School by reducing the turnaround time, the number of steps required and the cost to classify positions. In 2007-2008, the School began a review of clerical and regulatory (CR) positions to establish a departmental inventory of generic and specific work descriptions for CR positions while ensuring a harmonized and adequate standard of classification. The modernization of classification at the School continues to require collaboration among unions, employees and management.

Welcome sessions are offered three times each year to provide new employees with the opportunity to meet and talk with the President and branch heads and to learn about the School's mandate as well as the areas of responsibility and priorities for each branch. Some 53 employees attended these welcome sessions last year. In the summer of 2007-2008, the President also met with all of the students working at the School (students in the regions joined the discussion through video-conference) to discuss the School's mission and careers in the Public Service and to answer questions.

Programs were put in place and communicated to ensure that all employees have a learning plan and the opportunity to maintain or improve their second language skills through on-the-job access to language teachers. Two developmental programs have also been introduced to improve succession and retention of HR advisors and employees of the Client Contact Centre, two areas that are experiencing significant turnover. Nevertheless, the high turnover in the personnel

administration (PE) community, as experienced across the Public Service, resulted in a mitigated success in the revitalization of the HR operations, which continues to be a goal for 2008-2009.

To ensure the School has a well-managed, healthy workforce to deliver its strategic outcome, each CSPS branch developed a Well-Being Action Plan with specific commitments related to employee engagement, including regular meetings with employees. The School also provides monthly bilingual "lunch and learn" sessions to employees across Canada (employees in the regions can join through Webcasting) on various topics concerning work-life balance and wellness. An employee survey was developed during 2007-2008 and will be implemented in 2008-2009. This survey is intended to collect information on the overall health of the School to enable it to address key factors regarding workplace well-being. Exit interviews have also been introduced to better identify workplace issues.

The School led a number of initiatives to foster a participatory culture where employees understand the School's strategic direction and feel included in the operations and accomplishments. In 2007-2008, the School began the practice of posting all EX key commitments on the School's intranet site to ensure that its employees understand and appreciate how their roles and responsibilities fit into and contribute to the overall priorities and objectives of the School.

Informal conflict resolution

The School's Office of the Ombudsman provides corporate leadership and expertise in alternate dispute resolution and informal conflict resolution management. With this structure in place, the School is well positioned to implement its strategic objectives. Following a review of relevant policies, procedures and processes, the Office of the Ombudsman, in concert with the Human Resources Branch, ensured that the concept and approach of the Informal Conflict Management System (ICMS) are integrated in human resources policies and management practices at the School. This exercise also allowed the School to identify and address gaps in its policies, such as the need for clearer information on the grievance process.

The School values its employees and their ideas, and seeks to support staff in addressing issues of concern. In 2007-2008, the CSPS continued to promote dialogue between management and employees/unions. It developed a suite of training and information sessions regarding conflict in the workplace. The concept behind this initiative was to reinforce the preventative aspect of conflict management by promoting awareness of conflict, employees' roles and responsibilities, actions and reactions, and the requirement for professional behaviour in the workplace. A conflict resolution framework was conceptualized during the reporting period and work to further develop the framework and communicate it to School employees will continue in 2008-2009.

Audits are used to improve departmental policies, programs and management

As a means of contributing to the accomplishment of the School's strategic objectives, an internal audit function was established in 2007-2008; the function allows for a systematic and disciplined approach to evaluating and improving the risk management, control and governance

processes of the School. Moreover, internal audit provides an independent and objective assurance function that adds value and improves the operations of the School.

A plan to implement the Treasury Board *Policy on Internal Audit* was developed and approved by the School's Board of Governors in October 2007. The plan outlined how the School will implement the Policy and the envisioned audit regime to achieve full compliance by the required date of April 2009. Subsequently, an Internal Audit Charter was approved outlining the purpose, authority and responsibility of the internal audit function.

A Departmental Audit Committee was formed and an Audit Committee Charter was developed and approved. The Audit Committee Charter outlines the purpose, authority and responsibility of the Departmental Audit Committee and how its responsibilities will be addressed.

In accordance with the Treasury Board *Policy on Internal Audit*, and in recognition of the School's strategic intent, the Internal Audit Risk-based Plan was developed and subsequently approved by the President on recommendation from the Departmental Audit Committee. Aligned with the CSPS strategic outcome, mandate and priorities, the plan will help ensure that the School has an effective management control framework and that processes and practices are efficient and effective, thereby supporting the School in the execution of its mandate. Five audits were identified for fiscal year 2008-2009:

- Program Audit – Online Learning
- Contracting Audit
- Financial Statement Readiness – Operating Effectiveness of Internal Controls Audit
- Corporate Risk Profile Follow-up Audit of Management Action Plans
- Integrated Learner Management System Under Development Audit